# Science progression of skills







# CHIS Skills Progression

Subject area: Working Scientifically, Plants, Animals including humans, everyday materials and their uses, seasonal changes, living things and their habitats.

Curriculum leader: Emma Fitzpatrick

### Key Knowledge

Identify plants in the Early Years area

Know the names of some vegetables and fruits and recognise them

Name a range of animals and group them by type – farm, wild, pet, sea etc

Name some main parts of the human body – head, arms, legs, knees, shoulders,

eyes, ears mouth, nose, chin, cheeks

Know the names of some types of materials – wood, plastic, metal, fabric

Know some common properties of materials – hard, soft, flexible, strong, shiny, smooth, rough

Know that paper comes from wood

Know that fruits and vegetables are good for you and help you to be healthy

Know that people should eat 5 portions of fruit and vegetables a day

# **Key Skills**

Observation skills

Compare objects

Investigate how to use simple instruments

Ask questions and show curiosity in the world

Communicate their ideas

Begin to link ideas

### **Key Vocabulary**

Eyes

Ears

Plant Mouth Nose Leaves Material Chin Strong Healthy Shiny Observe Smooth Investigate

Rough Head body

Flower Arms Soil Leg Damp water Neck Wood Plastic Knees Shoulders Metal

> Hard Soft Flexible

Fabric



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|                                          | Year 1                                                                                                              | Year 2                                                                                                                                                                                                                         |  |  |  |  |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Seasonal chang-<br>es                    | Pupils observe the changes across the four seasons.                                                                 | This is continued throughout Year 2.                                                                                                                                                                                           |  |  |  |  |
|                                          | Pupils describe the weather associated with the seasons and how day length varies.                                  |                                                                                                                                                                                                                                |  |  |  |  |
| Living things<br>and their habi-<br>tats | Work on this area of science is undertaken in Year 2, once the children have spent time observing seasonal changes. | Pupils will explore and compare the differences between things that are living, dead, and things that have never been alive.                                                                                                   |  |  |  |  |
|                                          |                                                                                                                     | Pupils identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. |  |  |  |  |
|                                          |                                                                                                                     | Pupils identify and name a variety of plants and animals in their habitats, including micro-habitats.                                                                                                                          |  |  |  |  |
|                                          |                                                                                                                     | Pupils describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.                                                           |  |  |  |  |
|                                          |                                                                                                                     |                                                                                                                                                                                                                                |  |  |  |  |

| Animals includ-                            |                                                                                                                                                                                                                                                                                                                                                                                         | Pupils notice that animals, including                                                                                                                                                                                                                                                                                                                      | INFAW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | CHIS Skills Progression                                                                                                                                                                                                                  |                                                                                                                                                                                      |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ing humans                                 | Pupils identify, name,<br>draw and label the basic<br>parts of the human body<br>and say which part of<br>the body is associated                                                                                                                                                                                                                                                        | d label the basic f the human body which part of Pupils describe the importance for                                                                                                                                                                                                                                                                        | THE THE PARTY OF T | Subject area: Working Scientifically, Plants, Animals including humans, everyday materials and their uses, seasonal changes, living things and their habitats.  Curriculum leader: Emma Fitzpatrick  To be implemented by end of 2022/23 |                                                                                                                                                                                      |
|                                            | with each sense.                                                                                                                                                                                                                                                                                                                                                                        | amounts of different types of food, and hygiene.                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                          |                                                                                                                                                                                      |
|                                            | Pupils describe and com-                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 1                                                                                                                                                                                                                                   | Year 2                                                                                                                                                                               |
|                                            | pare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  Pupils identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Pupils identify and name a variety of common animals that are carnivores, herbivores and omnivores  Pupils find out about and describe the basic needs | Pupils describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  Pupils identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Pupils identify and name a variety of common animals that are carnivores, herbivores and omnivores | Working<br>Scientifically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | be answered in different to Pupils are observing closel ment Pupils are performing simp Pupils are identifying and Pupils are using their obseto questions Pupils are gathering, recordings to help in answering q                       | y, using simple equipment and measure- ple tests classifying rvations and ideas to suggest answers rding and communicating data and find- uestions. Indeed and spell age-appropriate |
|                                            | of animals, including hu-<br>mans, for survival<br>(water, food and air).                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                            | plants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Pupils identify and name<br>a variety of common wild<br>and garden plants, in-                                                                                                                                                           | Pupils observe and describe how seeds and bulbs grow into mature plants.                                                                                                             |
| Everyday mate-<br>rials and their<br>uses. | Pupils distinguish be- tween an object and the material from which it is made.  Pupils identify and name a variety of everyday materials, including wood, plastic, glass, met- al, water, and rock  Pupils describe the sim-                                                                                                                                                            | Pupils identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Pupils find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | cluding deciduous and evergreen trees.  Pupils identify and describe the basic structure of a variety of common flowering plants, including trees.                                                                                       | Pupils find out and describe how plants need water, light and a suitable temperature to grow and stay healthy                                                                        |
|                                            | ple physical properties<br>of a variety of everyday<br>materials.                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                          |                                                                                                                                                                                      |
|                                            | Pupils compare and group<br>together a variety of<br>everyday materials on<br>the basis of their simple<br>physical properties.                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                          |                                                                                                                                                                                      |